**Workshop proposal**

‘Ethics and motivational ISs: Exploring the role of gamification in ethics learning’

**Annotation**: Ethical literacy is an important personal ability to navigate one’s own ethical decision-making in a fast-changing environment and digital turbulence, especially in light of human interaction with emerging technologies. Among the various pedagogical methods to acquire this ability, gamification is a promising approach to ethics learning, since games are a motivational, immersive, safe, and low-risk environment for exploring abstract issues and ill-defined content in more perceptible, and tangible settings, which could lead to fostering moral development and enhancing successful learning experiences. Therefore, we propose a workshop, where participants have the opportunity to touch and experience ethics from different angles, raise ethical awareness, internalize knowledge, and understand their own ethical position through different games which were originally created by previous researchers for ethics education purpose. Through this workshop, we wish to acquire an in-depth understanding of the relationships between gameful experiences and ethical learning.

**Bios：**

***Dr. Nannan Xi*** ***(nannan.xi@tuni.fi)****, Assistant Professor (tenure track), Faculty of Management and Business, Tampere University, Finland*

Dr. Nannan Xi is an assistant professor in gamification (information systems). Her current research focuses on gamification in marketing, especially in gamified interaction in brand management. In addition, her research interests include customer management in gamification and virtual reality/augmented reality/mixed reality in business and sharing economy. Currently, she is leading several research projects related to ethics of gamification, metaverse business and game-based decision-making systems.

***Dr. Juho Hamari*** ***(juho.hamari@tuni.fi)****, Professor, Faculty of Information Technology and Communication Sciences, Tampere University, Finland*

Dr. Juho Hamari leads the Gamification Group which is a multidisciplinary research group that examines the gamefulness of technology, society, culture and economy. His research covers several forms of information technologies such as games, motivational information systems, new media (social networking services, eSports), peer-to-peer economies (sharing economy, crowdsourcing), and virtual economies.

***Doctoral researcher Galina Zvereva*** ***(galina.zvereva@tuni.fi)****, Faculty of Management and Business, Tampere University, Finland*

Galina Zvereva is a Ph.D. Candidate at the Information and Knowledge Management unit. She has two master’s degrees in financial management and education and several years of work experience in the industry. Her current research focuses on ethics, moral education, and self-regulation learning in organizational management, using gamification and game-based approaches.

**Target audience:**

This workshop is mainly targeted at researchers, students and practitioners who are interested in motivational, hedonic, persuasive and immersive information systems and technologies, especially their educational meaningfulness and ethical aspects.

**Expected number of participants:** 10-15 persons

**Objectives:**

The research purpose of organizing this workshop is to understand how individuals perceive the role and value of employing games for ethics learning.

**Planned activities:**

Duration ~3 hours with breaks

The workshop will consist of several stages: introduction, playing 3-4 games (non-digital), groups’ discussion after each game, reflection/feedback, and closing. Before each game, the participants will be randomly assigned to several teams. Games will be presented to all participants in the order.

Timing and a short description of activities

* *Introduction (30 min).* Introduction of the workshop, presenting agenda, activation of participants’ prior knowledge about ethics, a brief introduction to each game, filling out a demographic questionnaire and a consent form, groups formation.
* *3-4 non-digital games with groups’ discussion after each game (2 hours).* The games will not be played to the end, since the main task of the workshop is to introduce the participants to the mechanics and rules of the games and try to play, “taste the games”. After each game, the participants will be asked in groups to describe an overall game experience, to reflect on what advantages and challenges this game has for ethical literacy, and what game elements, factors, and aspects contributed to this. The organizers will briefly summarize the results. Breaks after each game session will be provided if needed.
* *Wrapping-up and closing (30 min).* Summary of workshop activities and results, filling out an individual feedback form, giving suggested literature.